DOCUMENT RESUME

ED 179 097 FL 010 699

AUTHOR Kitao, Kenji
TITLE A Survey of the Teaching of American Culture with K.U. Japanese Students.
INSTITUTION Doshiva Univ., Kyoto (Japan).
PUB DATE Aug 78
NOTE 24p.; Prepared through the Department of English
JOURNAL CIT Doshisha Studies in English; n19 p153-174 Aug 1978

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *American Culture; College Students; *Cross Cultural Training; *Cultural Awareness; *Cultural Differences; *Cultural Education; Cultural Images; Culture Conflict; *English (Second Language); Learning Difficulties; Questionnaires; Second Language Learning; Surveys
IDENTIFIERS *Japanese People

ABSTRACT

A questionnaire was completed by Japanese students at the University of Kansas, to determine their perception of cross-cultural understanding between Japanese and Americans at the University. The students judged American knowledge of Japanese culture to be meager, but were in general confident in their own grasp of American culture. This knowledge of the American way of life was not attributed to secondary school programs in Japan, which were perceived to be weak in the area of cross-cultural training. Limited English-speaking ability was identified as the most important but not the only factor in the communication barrier between Japanese and Americans. Although the students tended to minimize their adjustment problems, they may have been overestimating the degree to which they had successfully adjusted. The overall results of the survey indicate an awareness of cultural differences and a confidence that these are being coped with, notwithstanding an apparent lack of sufficient academic preparation to justify this confidence. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179097

A Survey of the Teaching of American Culture with K. U. Japanese Students

Kenji Kitao, Ph.D.

Doshisha Studies in English No. 19 (August, 1978), pp. 153-174.

Department of English
Doshisha University
Kamigyo-ku, Kyoto
602 Japan

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kenji Kitao

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Kenji Kitao received his M.A. and Ph.D. in Teaching English as a Second Language at the University of Kansas. He is a lecturer at Doshisha University in Kyoto, Japan and teaches reading English courses, intercultural communication, methods of teaching English, etc. He has taught Japanese to foreign students at Osaka University of Foreign Studies and Doshisha University.

FL010699

A Survey of the Teaching of American Culture with K. U. Japanese Students

Kenji Kitao

The cultural aspects of the English language have become increasingly important to Japan because of the increasingly strong diplomatic, economic,[1] academic,[2] and cultural relations with the United States since World War II. They have been more important particularly since the late 1960's. More Japanese encounter more American people,[3] products, information, and culture on a daily basis than in the past. As such encounters increase, more misunderstandings and miscommunications occur. These arise not only because of language barriers but also because of cultural barriers.

The purpose of this study is to find out what is taught about American culture in English classes, how well it is taught, what Japanese people know about American culture and what cultural problems these people encounter when they go to the United States.

In the English teaching profession in Japan, American culture has been emphasized recently,[4] because of the stress on communication. However, it is taught neither extensively nor well.[5] There are not many studies on it; no books or articles on what to teach about American culture, nor how to teach it, are found.[6]

A few studies on the teaching of American culture to Japanese people

have been done in the United States.[7] Taba and Yamazaki reviewed how important it was to teach culture in language classes and showed how to teach some topics in American culture. Their studies are valid and significant, but they are not based on any survey or experiment. Some of the topics chosen by them may not be difficult for Japanese people. Bontrager, in contrast, had interviews with three Japanese students. But since his sample was so small, it is doubtful as to how valid these results were. The Barbara and Nancy Okadas' study does not show what research was done or how it was done. Moreover, it has no statistical data, and there is no way to tell the degree of difficulty for Japanese people. It has a narrow scope – only for businessmen – and so cannot cover the regular, "non-businessman" Japanese. Thus, no study has been made abroad on teaching American culture to Japanese people that is based on experiments or surveys concerned with a statistically significant analysis.

This study was conducted at the University of Kansas in late March and early April, 1976. The purpose of the survey was to find out how well the Americans and the Japanese understood each other and their cultural backgrounds, how much they felt their cultures were different from each other. The Japanese people had not been taught American culture well, and they had some cultural problems in communication with the Americans.

I distributed a questionnaire to forty Japanese students enrolled in the University of Kansas (K.U. students) at the end of March and the beginning of April, 1976. It was formulated in Japanese in order that those Japanese students would be able to understand the questions and express themselves well. It consisted of seven sections: I. General information, II. To what degree do the Americans understand Japan and her people? III. To what degree do the Japanese people understand the United States and her people?

IV. How much American culture is taught in English classes in Japan? V. Intercultural communication, VI. Cultural shock, and VII. Cultural differences. Each section had several questions. The numbers of the questions are given later for the convenience of explanation.

This questionnaire included two types of questions: multiple-choice and open-ended questions. The purpose of the multiple-choice questions was to obtain statistical data for analysis. The open-ended questions provided students with opportunities to write whatever they thought, and they could reveal their own ideas and give some examples. In the former, the scope was limited, but in the latter the scope was unlimited.

I. General Information. Of the 40 K.U. students, 11 were females and 29 males (No. 11). As to educational levels, 14 were graduate students, 11 undergraduate, 11 Intensive English Center students, and 4 special students (No. 12). There was only one student who was younger than 20 years old, twenty were between 20 and 25, fourteen between 26 and 30, and five over 30 years old (No. 13). No. 14 shows that only eighteen students (45%) had been in the United States for longer than 1 year, and the rest, twenty-two students (55%), for less than 1 year. For the convenience of explanation, I call the former eighteen students "long-term students" and the latter twenty-two, "short-term students."

TABLE

RESULTS OF QUESTIONNAIRE STUDENTS AT THE UNIVERSITY OF KANSAS

Question Numbers										
I. General Information										
11	Male				Female			Total Students		
	29				11			40		
12	Graduate		Undergraduate		I.E.C.		Special	Total		
	14		11		11		4	40		
13	Younger than 20		Younger than 25		Younger than 30			Over 30		
	1		20		14			5		
14	Shorter than									
	a year		two years		three years			four years		
	22		9		8			1		
	5	4	3	2	1	No. of Answers	Total Score	Mean Score	S.D.	
II. To what degree do Americans understand Japan and her people?										
21	0	1	7	15	17	40	72	1.80	0.82	
22	0	0	9	17	14	40	75	1.88	0.76	
23	1	3	8	14	14	40	83	2.08	1.05	
24	1	4	11	15	9	40	93	2.33	1.02	
25	0	4	15	15	6	40	97	2.43	0.87	
III. To what degree do the Japanese people understand the United States and her people?										
31	2	11	11	9	7	40	112	2.80	1.18	

TABLE (Continued)

Question Numbers	5	4	3	2	1	No. of Answers	Total Score	Mean Score	S.D.
32	2	7	15	13	3	40	112	2.80	0.99
34		Yes (36)			No	(4)			
35	7	9	8	9	3	36	116	3.22	1.27
36	2	10	18	5	1	36	115	3.19	0.86
IV. How much American culture is taught in English classes in Japan?									
41	0	2	3	19	16	40	71	1.78	0.89
42	1	3	7	15	14	40	82	2.05	1.04
43	0	5	2	15	12	34	68	2.00	1.02
44	0	2	5	14	19	40	70	1.75	0.87
45	1	1	9	11	18	40	76	1.90	1.01
46	0	2	5	8	19	34	58	1.71	0.94
47	0	1	5	15	19	40	68	1.70	0.79
48	1	0	8	13	18	40	73	1.83	0.93
49	0	1	5	11	17	34	58	1.71	0.82
V. Intercultural Communication									
51	27	7	2	1	3	40	174	4.35	1.19
52	4	8	9	13	6	40	111	2.78	1.23
54	7	12	8	9	4	40	129	3.23	1.27
55	7	6	10	8	9	40	114	2.85	1.41
56	8	6	10	11	5	40	121	3.03	1.33
57	12	5	3	2	18	40	111	2.78	1.79
VI. Cultural Shock									
61	3	4	9	12	12	40	94	2.35	1.23
62	0	8	9	12	11	40	94	2.35	1.10

TABLE (Continued)

Question Numbers	5	4	3	2	1	No. of Answers	Total Score	Mean Score	S.D.
63	1	9	8	13	9	40	100	2.50	1.15
VII. Cultural Differences									
71	0	6	9	7	14	36	79	2.19	1.14
72	2	4	8	12	10	36	84	2.33	1.17
73	0	5	8	9	18	40	80	2.00	1.09
74	3	3	10	10	14	40	91	2.28	1.24

*5 -- Definitely yes 4 -- Yes 3 - Undecided 2 -- No
1 -- Definitely no

II. To what degree do Americans understand Japan and her people? This section is concerned with how much the K.U. students think the Americans understand Japan and Japanese people.

The results of the multiple-choice questions from sections II to VII are shown in the table. The question numbers are listed on the vertical axis in the same order as on the questionnaires. The results are shown on the horizontal axis; 5 is "definitely yes"; 4, "yes"; 3, "undecided"; 2, "no," and 1, "definitely no." The number of students who selected each option is given in the appropriate space. The number of students who answered any particular question is listed under "Number of Answers." The "Total Score" of each item is the sum of the products of the number who selected each option and the score points of that option. The "Mean Score" is the total score divided by the "Number of Answers." The standard deviation is also shown.

Question 21, "Do you think that the Americans know Japan well?"

may be considered as an example. The results are found at No. 21 in the column of "Question Numbers" in the table. All of the results are shown in that row. This shows that no one answered "definitely yes," but there were 1 "yes," 7 "undecided," 15 "no," and 17 "definitely no." The total number of answers is (0 + 1 + 7 + 15 + 17) = 40 as listed in the column "Number of Answers." The total score for each item is equal to the sum of the products of the score value of each option and the number of persons selecting that option. For No. 21 it is (5 x 0) + (4 x 1) + (3 x 7) + (2 x 15) + (1 x 17) = 72, which is listed in the column "Total Score." The mean score is the "Total Score" divided by the "Number of Answers," that is, 72/40 = 1.80, which is listed in the "Mean Score" column. Standard deviation shows how homogeneous the answers are. The lower the standard deviation is, the more homogeneous the answers are. The standard deviation of this question is 0.82, the lowest on Section II. This means that the answers for that question are the most homogeneous. No. 21 shows that the students did not think that Americans knew Japan well because 32 students (80%) answered negatively. The mean score was low (1.80), and the answers were homogeneous.

Question 22 shows that the students did not think that Americans knew the Japanese people well because no one was positive, and 31 (78%) were negative. The mean score was low (1.88). The standard deviations showed that the answers to this question were homogeneous.

Question 23 shows that the students did not think that the American way of thinking was the same as the Japanese way. Question 24 shows that the students did not think that Americans have the same value system as the Japanese. The former item, with a mean score of 2.08, was answered more negatively than the latter, with a mean score of 2.33. The students

picked the following as examples of areas in which Japanese and American concepts differ: individualism, privacy, beauty, independency, rationalism, human relations, freedom, sense of economy, and attitudes toward learning and working.

No. 25 shows that students did not think that the Americans understood what they said very well. The mean score was 2.43, the highest in this section. There were four students who answered "yes," and two out of the four were short-term students. One third of the students who answered negatively were long-term students. That means that even those students who had stayed in the United States for a long time thought that the Americans did not understand what they said well.

In No. 30 which asks what Americans know least about the Japanese people, the students answered: thought, culture, feelings, way of thinking, daily life, value system, and typical Japanese ideas such as *wabi* (quiet taste), and *sabi* (antique look).

III. To what degree do the Japanese people understand the United States and her people? The purpose of this section was to find out how well the K.U. students knew the United States and her people before coming to the United States.

No. 31 shows that the K.U. students did not think that the image they had had of the United States when they were in Japan was inaccurate, but the tendency to think this was not very pronounced. The answers were not homogeneous, and there were 13 positives and 16 negatives. The inaccuracies of their earlier image of the United States were found to be the following: frugality, the definite necessity of cars, social classes, racial discrimination, cultural life, rationalism, rural residence of many Americans, and the high standard of living.

No. 32 shows almost the same results as the previous question. The students did not think that they could know the "real" United States through books, TV, or movies, but their answers were only slightly negative. The answers were not homogeneous, and 15 were undecided.

The students found, after they had come to the United States, that the following were the most important cultural aspects of the United States: independence, rationalism, individualism, individual possibilities, freedom, equal relations among individuals, differences of race and ethnic background, differences of size and quantity (land, buildings, food, cars, etc.), extremism of Americans in many fields, more frequent and more direct expression of emotions, indifference toward others, tendency not to decline another person's offers.

Surprinsingly, 90% of the students (36) had visited in American homes (No. 34). Among the four students who had not visited American homes, two had been in the United States for only two months, and another for seven months. Only 36 students answered No. 35, No. 36, No. 71, and No. 72, all of which were concerned with American families.

No. 35 indicates that a slight majority of the students found that real American family life was the same as what they had thought. Since the standard deviation was 1.27, the answers were not homogeneous. The students pointed out frugality, high divorce rate, rationalism, the life of old people, individualism, relations between parents and children, and economical life as examples of areas of differences between real American family life and the images of it that they had had in Japan. No. 36, which asks whether real family life was the same as what the students had known through books, TV and movies, shows results similar to No. 35. Just over half of the students thought that real American family life was the same as

what they had understood it to be through such media.

In summary, the answers to this section indicated these Japanese students felt that they had a fairly accurate set of ideas about the actual United States and her people and that it had been possible for them to come to know about the country through books, TV, and movies. Since the answers were heterogeneous, one can conclude that their ideas of the real United States and her people were, in part, accurate and that these ideas could be acquired by means of books, TV, and movies but that they did not actually give a wholly accurate and complete picture of the United States and her people. They found that American family life was rather rural, frugal, and rational. They found many divorces and discovered the way of life of old people, individualism, and relations between children and parents to be different from what they had believed.

IV. How much American culture is taught in English classes in Japan? The purpose of this section was to find out how much these students had learned about American culture in general, about family life, and about school life in junior high school, senior high school, and college English courses. Since six students had not gone to college in Japan, they did not answer the questions on the college level. Consequently, No. 43, No. 46, and No. 49 have only 34 answers.

As shown in No. 41, No. 42, and No. 43, which ask whether the students learned much American culture in junior high school, senior high school, and college, respectively, the students answered very negatively that they had not learned much about American culture at any level. Sixteen (40%), 14 (35%), and 12 (35%) students answered "definitely negative" on the junior high, senior high, and college levels, respectively, and 35 (88%), 29 (73%), and 27 (79%) students answered "negative" in

the same order. The mean scores were very low at all levels.

No. 44, No. 45, and No. 46, which ask whether students learned much about American family life in junior high school, senior high school, and college English courses, respectively, also show that the students agreed that they had not learned much about American family life on any of the three educational levels. There were 33 (83%), 29 (73%), and 27 (79%) students who answered negatively on the junior high, senior high, and college levels, respectively. The mean scores were in the same order and very low (1.75, 1.90, and 1.71). The junior high school level and the most homogeneous answers.

No. 47, No. 48, and No. 49, which ask whether students learned much about American school life in junior high school, senior high school, and college English courses, respectively, show that the students felt that they had not learned much about American school life on any level. There were 34 (85%), 31 (78%), and 28 (82%) students on the negative side in the junior high school, senior high school, and college levels, respectively. The mean scores were also very low (1.70, 1.83, and 1.71). The junior high school level again had the most homogeneous answers.

To sum up this section, it was surprising that most students did not think they had learned much about American culture in general and American family life and school life in particular in their junior and senior high schools and colleges. Most mean scores were below 2.00; that is, the students showed strongly negative opinions. Generally speaking, American culture is taught least in junior high schools and most in senior high schools. However, the answers for senior high schools were most heterogenous. Therefore, American culture may be taught at some senior high schools but not many.

V. Intercultural Communication. The purpose of this section was to explore how well Japanese students can communicate and mingle with Americans and how many cultural differences prevent them from doing so well.

Most of the students definitely wished their English proficiency had been a little higher, as there were 27 students (68%) in Category 5 as against 7 (18%) in 4, that is 34 (85%) answered positively, and only 4 (10%) negatively. Therefore, the mean score was 4.35 in No. 51.

The distribution of long-term students was eight in 5, six in 4, one in 3, zero in 2, and three in 1. The frequency distribution curve was similar to that of all students. The mean score was 3.89, and although it was lower than the grand mean score, it was still very high. This means that even long-term students desired higher English proficiency.

No. 52 shows that 19 students (48%) did not think that the cause of misunderstandings was due only to English. However, 12 (30%) did think so. The mean score was 2.78 and slightly negative.

Interestingly, the distribution of long-term students was zero in 5, one in 4, six in 3, eight in 2, and three in 1, and hence very negatively skewed. The mean score was 2.28 for long-term students, which was lower than the grand mean score; that is, the longer the students had stayed in the United States, the more they had discovered that the cause of misunderstandings was not due only to English problems.

No. 54 shows that 19 students (48%) thought that they were isolated from the Americans when they were with them. The mean score was slightly positive, 3.23, that is, indicating a feeling of isolation.

The distribution of long-term students in No. 54 was four students in 5, four in 4, six in 3, three in 2 and one in 1. The mean score was 3.39,

which was only slightly higher than the grand mean score. This means that many Japanese students felt that they were isolated from Americans and that the cause was not only English.

No. 55 was answered somewhat negatively. It was difficult for 13 students to mingle with the Americans. The mean score was 2.85, and the standard deviation was 1.41. The answers were very heterogeneous.

The frequency distribution of long-term students in No. 55 was three students in 5, two in 4, five in 3, five in 2, and three in 1. The mean score was 2.83, and the standard deviation was 1.34. This means that long-term students had almost the same degree of difficulty in mingling with Americans as short-term students.

The reasons that it was difficult to mingle with the Americans, according to the students who gave positive answers were the following: low English proficiency, conservativeness, rationalism, individualism, differences in customs, human relations, cultures, ways of thinking, value systems, views of life, and interests.

No. 56 shows nothing significant except that some students had American friends and some did not. The frequency distribution of long-term students was very similar to that of the whole group. Therefore, the length of stay in the United States does not necessarily guarantee that students will make friends.

No. 57 was very unusual. The scores were so extreme that 12 (30%) fell in Category 5, and 18 (45%) fell in 1. The mean score was slightly negative (2.78). The standard deviation was 1.79, the largest in the results of this questionnaire. The frequency distribution of long-term students in No. 57 was seven students in 5, two in 4, two in 3, one in 2, and six in 1. The mean score was slightly higher than the grand mean. The curve

was very similar to that of the whole group; that is, length of stay in the United States does not necessarily correlate with having American friends with whom one can talk over personal things.

In summary, almost all the students wished that their English proficiency had been a little bit higher. Long-term students desired higher English proficiency, but not so much as short-term students. The latter group was inclined to think that English was the only cause of misunderstandings, but the former was not; the longer they stayed, the more common it was to find causes for misunderstandings other than simply English. The long-term students felt more strongly that they were isolated from the Americans. Therefore, knowledge of English alone cannot be the only means of getting along well with Americans. A longer stay in the United States does not necessarily make it easy to mingle with Americans or to make friends. Besides English, the reasons for difficulties in mingling with Americans are rationalism, individualism, conservativeness, human relations, customs, ways of thinking, value systems, views of life, and interests.

The English language was not the only problem in intercultural communications between the American and Japanese people. Students have to overcome cultural barriers in order to establish good intercultural communication.

VI. Cultural Shock. The purpose of this section was to discover how well the Japanese students adjusted themselves to the United States.

No. 61 shows that most of the students (60%) did not have trouble adjusting; however, although the mean score was 2.35, the answers were not homogeneous.

Nos. 62 and 63 show that the students had not had trouble even though they were not familiar with American etiquette. However, the

answers were not homogeneous for either item. The difficulties with American etiquette that were reported were primarily concerned with table manners, formalities toward women, when to say "excuse me," how to say "no" with a smile, and conversational manners.

This section revealed that most Japanese students had only a little trouble adjusting themselves to the United States although about 20% had major problems. The answers were very heterogeneous, but I wonder how well the students perceived their own problems in adjustment. For example, concerning etiquette less than 25% of the students said that they had had trouble, but this figure seems too low from my observation. Their main difficulties were with table manners, manners with women, and manners in conversation.

VII. Cultural Difference. The purpose of this section was to determine the differences between American and Japanese cultures, particularly family life and school life. Only the 36 students who had visited American homes answered No. 71 and No. 72.

No. 71 indicates that most of the students did not think that American family life was the same as that in Japan. Here, 21 students (58%) gave negative answers, and among them 14 answered "definitely no." The mean score on this question was very negative (2.19).

The differences in family life were the following: the wife's position, relationships between children and parents, equal relationships among family members, independence of children, meals, household conveniences, ease of becoming involved, education of children at home, discussions between parents and children, sharing of jobs, and leisure.

No. 72 shows that most of the students did not think that American relationships among family members were the same as Japanese, as 22 (61%)

were negative in their answers while only 6 (16%) were positive. The mean was low (2.33). The differences they found were in the position of wives, the independence of children, close relationships between fathers and children, relationships between parents and children, particularly where money is concerned, and relationships with grandparents.

No. 73 and No. 74 show that the students did not think that American school life and classes were the same as those in Japan. In the former question concerning school life, no one answered "definitely yes" and 27 (68%) were negative. The mean score was low (2.00). In the latter question concerning classes, 24 (60%) were negative and 6 (15%) were positive. The mean score was also low (2.28). However, answers for both were heterogeneous. The differences in school life that were cited included dormitory life, differences in the ages of students, the complexity of school systems, the wide scope of courses, practicality of classes, freedom of students, severity of competition, amount of homework, concentration of work, and more social activities.

The differences in classes that students cited were the following: amount of study, number of papers and examinations, number of assignments, size of classes, practicality of classes, amount of discussion, number of questions from students, frankness and friendliness of teachers, kindness of teachers, number of argumentative students, frequency of interactions between teacher and students, and importance of language.

To sum up this section the students found that American family life and school life were different from the Japanese. There were many differences between the two cultures; but, on the whole, the most important differences were found in No. 75, dealing with such matters as individualism, rationalism, materialism, privacy, the principle of give-and-take, mobility,

logic, relaxed life, fashion, life with cars, quality of meals, poverty, financial situation of students, necessity for psychiatrists, standard of living, different foods, and overconfidence.

The results of the survey show that there is an inadequate foundation for good understanding and communication between the Americans and the Japanese. The Japanese students had been taught very little about American culture in English courses of any level, so their understanding of American culture was quite limited. As a result they had some problems understanding Americans and communication with them. This study indicates that American culture, particularly culture with a small "c" should be more emphasized in English courses at all levels.

Notes

1. According to *Tsūshō Hakusho (The M.I.T.I. White Paper)* published by the Ministry of International Trade & Industry in 1977, Japan exported 66,018 million dollars' worth of products and imported 56,088 million dollars' worth of products in 1976. Among them, she exported 15,376 million dollars' worth of products to the United States and imported 10,061 million dollars' worth of products from the United States.

2. According to *Open Door 1974: Report on International Exchange* published by the Institute of International Education, in the academic year 1974–1975, 4,745 Japanese students studied in American colleges. Since this figure does not include high school students, professional school students and students in training programs, the real number of Japanese students in the United States can be assumed to be above 7,000.

   "Shōwa 51 nen ni okeru Shutsu-Nyūgoku-kanri no Gaikyō (The Number of People who Entered and Left Japan in 1976)" published by the Immigration Bureau of the Ministry of Justice says that 8,963 Japanese people left for the United States for academic research or investigation, study and training in 1976. p. 53.

3. According to "Shōwa 51 nen ni okeru Shutsu-nyūgoku-kanri no Gaikyō," 20,011 Japanese people visited foreign countries in 1952,; 57,519, in 1957; 143,934, in 1961; 212,409, in 1966; 961,135, in 1971; and 2,852,584, in 1976. (p. 52) And 32.1% of them went to the United States. (p.53) The rate of increase is very high.

4 Masao Kunihiro and Takao Suzuki, "Kotoba to Bunka (Language and Culture)," *Eigo Kyôiku (The English Teachers' Magazine)*, Vol. XX, No. 1 (April, 1971), p. 2.

5 Kenji Kitao, "Soto kara Mita Nihon no Eigo Kyôiku Hihan (Criticism of English Education in Japan from Outside of Japan)," *Eigo Tenbô (ELEC Bulletin)*, No. 52 (Winter, 1976), p. 39.

6 I have reviewed titles of articles and books on *"Eigo Kyôiku Kenkyû no tame no Shiryo Bunken* (Materials and Publications for English Education and Study)," edited by Tsugiyoshi Torii, Kiyoko Egusa and Akira Sasaki in *Eigo Kyôiku*, Extra Issue (August, 1975), pp. 88–108. I have also reviewed all articles on *Eigo Kyôiku* and *Gendai Eigo Kyôiku (Modern English Teaching)* since then.

7 These studies are as follows:

Sae Taba, "Teaching Culture in the Foreign-Language Classroom through Audio-Lingual Instruction," (Unpublished Master's Research Paper, the University of Kansas, 1972).

Kayoko Yamazaki, "Teaching the Culture of America as a Part of the Teaching of English at the Junior High School Level in Japan," (Unpublished Master's Research Paper, the University of Kansas, 1972).

Terry Boutrager, "Background and Supplementary Materials to the Cultural Essays in Doty and Ross, *Life and Literature in the U.S.A.*," (Unpublished Master's Research Paper, the University of Kansas, 1973).

Barbara Teri Okada and Nancy Taeko Okada, *Do's and Don'ts for Japanese Businessman Abroad*, (New York: Regents Publishing Company, Inc., 1973).

QUESTIONNAIRE

Name _____
Last First

11. Sex: Male Female

12. Occupation: 1. Graduate 2. Undergraduate 3. Intensive English Center (I.E.C.) 4. Special

13. Age: Younger than 20 20–24 25–29 Above 30

14. How long have you been in the United States in total?

_____ months

If the answer is definitely "yes," circle 5, if definitely "no," circle 1 please. If the answer is "yes," circle 4 and if "no," circle 2 please. Number 3 is undecided.

21. Do you think that the Americans know Japan well? 5 4 3 2 1

22. Do you think that the Americans know the Japanese people well? 5 4 3 2 1

23. Do you think that the American way of thinking is the same as the Japanese way? 5 4 3 2 1

24. Do you think that the Americans have the same value system as the Japanese? 5 4 3 2 1
If no, please give some examples.

25. Do you think that the Americans understand what you say well? 5 4 3 2 1

30. What do the Americans know least about the Japanese people?

31. Do you think that the image of the United States you had in Japan was accurate? 5 4 3 2 1

If no, please give some examples.

32. Do you think that you knew the real United States through books, TV and movies in Japan? 5 4 3 2 1

33. What was most important concerned with the cultural difference that you found in the United States?

34. Have you ever visited American families? Yes No

35. Is real American family life the same as what you thought in Japan? 5 4 3 2 1

If no, please give some examples.

36. Is real American family life the same as what you knew through books, TV and movies in Japan? 5 4 3 2 1

If no, please give some examples.

41. Did you learn much about American culture in English classes at a junior high school? 5 4 3 2 1

42. Did you learn much about American culture in English classes at a senior high school? 5 4 3 2 1

43. Did you learn much about American culture in English classes at a college? 5 4 3 2 1

44. Did you learn much about American family life in English classes at a junior high school? 5 4 3 2 1

45. Did you learn much about American family life in English classes at a senior high school? 5 4 3 2 1

46. Did you learn much about American family life in English classes at a college? 5 4 3 2 1

47. Did you learn much about American school life in English classes at a junior high school? 5 4 3 2 1

48. Did you learn much about American school life

	in English classes at a senior high school?	5 4 3 2 1
49.	Did you learn much about American school life in English classes at a college?	5 4 3 2 1
51.	Do you wish that your English proficiency were a little bit higher?	5 4 3 2 1
52.	When misunderstandings happen between you and Americans, do you think that the only cause is weak English proficiency?	5 4 3 2 1
54.	Do you sometimes think that you are isolated from others when you are with the Americans?	5 4 3 2 1
55.	Do you think that it is difficult to mingle with Americans?	5 4 3 2 1
	If yes, please give some examples.	
56.	Do you have many American friends?	5 4 3 2 1
57.	Do you have any American friends with whom you can talk about personal things?	5 4 3 2 1
61.	Did you have trouble adjusting yourself to the United States?	5 4 3 2 1
62.	Have you ever had trouble because you did not know American etiquette?	5 4 3 2 1
	If yes, please give some examples.	
63.	Have you had any trouble because of the differences in etiquette?	5 4 3 2 1
	If yes, please give some examples.	
71.	Is American family life the same as the Japanese one?	5 4 3 2 1
	If no, please give some examples.	
73.	Is American school life the same as that in Japan?	5 4 3 2 1

If no, please give some examples.

74. Are American classes the same as Japanese ones? 5 4 3 2 1

If no, please give some examples.

75. Do you have anything besides these which you found important differences between the two cultures?